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AUTHOR Stomfay-Stitz, Aline M.; Hinitz, Blythe F.
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ABSTRACT

This paper presents the view that prevailing resentment against new immigrants and other ethnic minorities has clarified for many educators the need for teaching all students skills to resolve conflicts and reduce violence in schools. The paper advocates that peace education be integrated with multicultural education as a way for students to learn these skills, and elaborates on a multidisciplinary approach to the integration of peace education, including links to psychology and political science. On the premise that a long-term approach to developing peacemakers and conflict resolvers is necessary, as less than half of short-term violence prevention programs have claimed to reduce violence, the paper presents an action plan which includes several approaches: (1) integration of human rights education into the social studies curriculum; (2) enhancement of classroom management/discipline systems that blend cultural diversity with peace education and conflict resolution; and (3) increased use of technology to prepare children and youth to live in harmony with a national and global diversity. A resource directory of 51 curriculum guides, literary resources, and classroom strategies is appended. Contains 35 references. (KDFB)

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INTEGRATION OF PEACE EDUCATION INTO MULTICULTURAL EDUCATION/GLOBAL EDUCATION

By

Aline M. Stomfay-Stitz, Ed.D.
Christopher Newport Univ.
Newport News, VA 23606

Blythe F. Hinitz, Ed.D.
Trenton State College
Trenton, NJ 08650

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I. Introduction

As educators contemplate the new century which is just a few short years away, a praiseworthy goal has evolved: that schools, communities, children and youth will be able to reverse the perceived trend from increased, rather than reduced, levels of violence in schools and society. For example, in 1994 for the first time in the history of the Phi Delta Kappa/Gallup poll, respondents viewed violence and poor discipline as "overwhelmingly the most serious problems in their local public schools." In 1995, the poll once again reported that a vast majority of the public believed that violence ***increased***, not only in the nation, but in their local schools as well(Elam & Rose, 1995).

Researchers, educators, psychologists, and others who work closely with schools have already launched serious attempts to change attitudes and behaviors from violent to nonviolent ones. At the same time, there is recognition that America is undergoing a vast societal transformation, one as profound and far-reaching as the change from an agricultural to an industrial age. The changing demographics of increased minority groups which include a wide range of children from different ethnic and racial groups, by native birth or by immigration, have transformed America's classrooms. For example, an elementary school in the Washington, DC area (Fairfax, VA)has 87% of its children classified as minorities, with about 81% speaking one of 28 languages other than English and 60% of them qualified for free lunches. Teachers report that such differences are not a barrier because teachers adjust, using peer translators, drawing messages, and modeling what needs to be done(Baker, 1991). On the other hand, researchers have pointed out that recent developments in society point to increased levels of racism "that permeate our conflict-ridden culture"(Gadlin, 1994). At the same time, others perceive that national political trends may seriously affect minority rights.

While the richnesses of cultures should be appreciated, celebrated and tolerated, this is usually not the case. In today's schools, the peaceable classroom may be an impossible dream to achieve, because of the conflicting needs of children and youth who may be engaged in daily cultural clashes based on misconceptions or stereotypes. These attitudes may be brought from home and are often instilled by parents. Frequently, communities also harbor deep resentments against ethnic groups who have moved in as immigrants and taken jobs, alongside the native residents.

An honest appraisal of current attitudes toward those from different ethnic or cultural groups, reveals a wide spectrum of perspectives. These range from open hostility and violence, as for example in Louisiana, where a resurgence of Ku Klux Klan activities has been reported - to greater degrees of tolerance and acceptance, as in Ridgewood, NJ , where the official policies of all schools blend peace education and multicultural education (Cultural Alladay, 1994).

In any case, the prevailing mood of meanspiritness and resentment against new immigrants and other ethnic minorities has clarified for many educators the necessity of openly and overtly teaching ALL students the needed skills to resolve conflicts and reduce violence in schools. In the words of Martin Luther King, Jr.:
"We have flown the air like birds and swum the sea like fishes,
but have yet to learn the simple act of walking the earth as brothers(and sisters)."
Through peace education, communications and conflict resolution skills, our newest young citizens could learn skills for successful futures in our democracy.

One hundred years ago, writing in the shadow of the new century, other educators and writers on education for peace, produced an outpouring of literature on the causes of war and posed solutions with a strong voice in favor of peace education. War and militarism were looked down on as an inheritance of

humanity by mere habit, a survival of the most militant tribes. Peace, on the other hand, was viewed as essential for the education of children and all civilized humans (Stomfay-Stitz, 1993). In contrast, peace educators today have moved beyond prevention of war, especially nuclear war as a sole objective, to embrace a broader agenda, which includes the prevention and reduction of violence. Peace education, conflict resolution, and violence prevention, essentially, have meshed with the need for multicultural or anti-bias perspectives.

II. A Multidisciplinary Approach for the Integration of Peace Education

First, a common definition for peace education is essential. Peace education has many facets and includes multiple disciplines where many colleagues are actively involved in theory and practice. The scope of their actions includes teaching nonviolence and conflict resolution, social justice, economic well-being, political participation (citizenship for a democracy, social responsibility) and concern for the environment.

Furthermore, educators have stressed that violence prevention, peace promotion and cultural diversity training should be included in the curriculum at the preschool and primary level (Hinitz, 1995). In recent years, peace education has also been identified by a leading researcher as an "alternative curriculum in Early Childhood Education" (Spodek & Brown, 1993).

Common bonds with several disciplines have already been forged by those working in peace education and research. There have been noteworthy contributions from psychology, anthropology, political science, sociology and social work, along with education. Most of these efforts can relate directly to links for peace education and multicultural education. Clearly, the case for a multidisciplinary action plan has been made with growing recognition of the increased cultural diversity in our schools and society. As a result, strategies that

include sensitivity toward the differences of others have blended slowly into professional practices in some areas.

Psychology

In psychology, we have profited from enlighted contributions from various theoretical perspectives. A Peace Psychology Division is an active group of the American Psychological Association. Colleagues in peace psychology have documented the impact of violence on young victims, especially the trauma of violence experienced by minority children in the inner city (Garbarino, 1994; Garbarino & Kostelny, 1991). The research of pioneering psychologists such as Morton Deutsch (1949, 1973,1991) and David and Roger Johnson (1979, 1989, 1991, 1995, 1996), among others, has shaped our knowledge of the advantages of the cooperative, rather than competitive relationships in the classroom. These especially can form a nurturing social milieu for the constructive, positive elements that foster conflict resolution and a caring school environment. Emily Werner has enriched our knowledge of the resiliency of children, who can overcome even the trauma of violence, if positive conditions for child rearing or a positive role model are present(Werner, 1992).

Conditions in our schools and communities have deteriorated to a critical point (Noguera, 1995). The American Psychological Association has underscored that violence is a psychological and public health epidemic that needs remediation(APA, 1993). Clearly, the contributions of those working in education and psychology can forge a framework that complements a peace education curriculum.

Political Science

Valuable contributions from political science also offer guidelines for the integration of peace education and multicultural education. Studies on the political socialization of young children, for example, have shown that the child's

concern for social issues includes "a construction of knowledge that takes place in a social context of age mates, both in the classroom and outside."(Torney-Purta, 1995). These are important guidelines that could reshape intercultural relationships within the school milieu. Experienced teachers have generally accepted the positive social gains of cooperative learning, where children from different ethnic groups are placed in mixed-racial groups. Learning to work and live together, alongside those who may be viewed negatively with stereotypical attitudes, offers an enriched agenda as well as a daunting challenge for both multicultural education and peace education.

II. Peace Education, Conflict Resolution and Violence Prevention with an Agenda for Resolving Intercultural Conflicts

With the proliferation of violence prevention and conflict resolution programs, it is tempting to believe that these can solve the problems of school violence and intercultural conflicts. A survey of 51 violence prevention programs showed that less than half claimed to have reduced levels of violence (Wilson-Brewer, Cohen, O'Donnell & Goodman,1991). Furthermore, it is only consistent, long-term training to be peacemakers and conflict resolvers, that offers hope. These programs and interventions should also include planned periods for reteaching. This is essential in order to improve student expertise (Johnson & Johnson, 1995).

Classroom teachers report that the nurturing of mutual respect in their students is a basic first step in promoting a classroom that is free of violence and strife. In such a setting, each student values the other with a recognition that there are strengths and positive aspects in each member of their group. At the same time, teachers report that the necessary theories and skills for prejudice reduction, teaching for tolerance, and conflict resolution were ***not*** included in their teacher

education programs. There are only a handful of programs for preservice teachers that do include conflict resolution (Wheelock, Lesley Colleges, University of Delaware, for example). Yet, these theories and practices are essential for a peaceable classroom that respects cultural differences.

Respect, tolerance, and understanding form the building blocks for a bias-free classroom and school community. These goals may be complicated by the fact that growing numbers of students from ethnic groups may also present barriers to mutual understanding because of several different languages being spoken, as described previously.

For all children in a school, even where there may be only one culture that is predominant, the principles of tolerance can be taught. Teaching ALL children the skills to resolve conflicts can be the beginning of long-term changes in violent behavior. It is especially in schools where students are from different cultures or ethnic groups or speak different languages, that classroom conflicts could become overwhelming. Instead, suspicions and fears should be faced with differences explained and recognized as valid(Johnson & Johnson, 1995).

For early childhood and elementary children, progress has been made with inclusion of the Anti-Bias Curriculum developed by Louise Derman-Sparks of Pacific Oaks College(Pasadena,CA). Here, teachers imbed respect for ALL children (who present a variety of skin colors, hair textures, or dialects) throughout the children's day as a way to counteract negative comments or stereotypes. A proactive stance is taken. In a similar way, a four-step method which functions as a personal response to prejudiced statements was formulated by Fennimore(1994). Students can be coached to state beliefs in an assertive manner and make a positive statement about the "specific subjects of the prejudice." Practice with role playing situations where teachers need to confront prejudiced attitudes and statements would assistant future teachers in making

assertive responses as classroom role models. Sadly, many teachers do not know how to react to prejudiced statements. As stated by Fennimore, "all of us share the responsibility of standing up against prejudice."(Fennimore, 1994).

IIII. An Action Plan

Several approaches should be considered that would enhance the integration of multicultural education and peace education:

(1) integration of human rights education into the social studies curriculum; (2) enhancement of classroom management/discipline systems that blend cultural diversity with peace education and conflict resolution; (3) increased use of technology to prepare children and youth to live in harmony with a national and global diversity.

(1) Integration of human rights education into the social studies curriculum

Human rights education encompasses the international laws that are codified in documents such as the Declaration of Human Rights, the Charter of the United Nations. and the Convention on the Rights of the Child. Since 1978, UNESCO has mandated that "human rights education and teaching based on the principles" of the aforementioned documents be an emphasis for students. In many parts of the world, human rights education is taught as a conceptual approach in the peace education curriculum. Students are especially urged to know about and protect their rights and freedoms (Human Rights Education: The Fourth R , 1994). These generally include: speech, expression, assembly, freedom, participation, peace, equality, respect, safety, food, and shelter. A national organization, Partners in Human Rights Education, was formed in 1992 in Minneapolis to teach human rights education in the schools, through teams of teachers, lawyers, and community resource people.(Partners in Human Rights Education, 1995). ALL children, should be taught about their human rights

including civil, political, economic, social and cultural rights. The experiences in the Minneapolis project have been especially enriching and positive "empowering students and teachers to become community participants."(Partners, 1995). Efforts such as these would enhance a peace education and conflict resolution curriculum with a definite impact on multicultural perspectives.

(2) Enhancement of classroom management/discipline systems with peace education and conflict resolution theories and practices

Classroom management/discipline interventions have been used increasingly to influence the social behavior of students and especially to define the emotional/affective environment of the classroom. Methods such as cooperative learning, conflict management and peer mediation have been viewed in recent years as methods that can enhance communications and social skills(DeVries & Zan, 1994). A detailed, systematic approach can be used to help students deal with their disputes(Schrumpf,Crawford & Usadel, 1991).

In recent years, authors of classroom management texts have recognized the value of the inclusion of conflict resolution and peacemaking skills(Fields & Boesser, 1994; Gordon & Browne, 1996). Two leading authors view the classroom as an "ecosystem" with student diversity "a reality and increasingly, a mirror of the United States at large." Teachers are urged to view this fact as making their classrooms "growing places" for all(Zabel & Zabel, 1996). Learning the skills of peacemaking, according to another researcher "involves incorporating activities about the self, conflict with others, children's family and cultural roots" and teaching tolerance and cooperation(Gordon & Browne, 1996). Clearly, recognition of the synergy of peace education, conflict resolution, and multicultural education is apparent.

(3) Increased use of technology to prepare children and youth to live in harmony with national and global diversity

In the shadow of the new century, telecommunication networks and projects have made an indelible impression on America's classrooms. In growing numbers, teachers and students have literally expanded their global understanding and used the electronic highway to provide access to others in far corners of the globe. Peace educators should view such technological advances as serendipity. The means to expand understanding of the principles of peace education, multicultural perspectives or human rights education, present a new medium for understanding.

Educators should encourage using telecommunications to increase students' knowledge base of other cultures. For example, one school in Virginia has formed an "electronic penpal" relationship with a tribal school in Arizona. Exchanges of audio and videotapes, presents during holidays and even colloboration on a science project in the two communities, have linked young people from diverse cultures.

Summary

Never before in American history has the need been greater for a positive linkage of peace education and conflict resolution with multicultural education. The frequent news of hate crimes against political and religious groups, the spread of hatreds against children and youth from different cultures, the denial of the adverse effects of prejudice against the young - all emphasize that education must begin with our children. We must teach the valuing of all who are different afrom us. We can learn to live together in peace and mutual respect. After all, we are truly more alike than different. We are all fellow humans sharing the same fragile planet Earth. To teach our children and youth to live together, share the

same space in a classroom without violence towards each other may well be the biggest challenge faced by the teachers of the new century.

We should not overlook that Piaget has led the way, informing us that our children and youth develop and continually refine their ideas and feelings about themselves and others. They express their understanding of racial identity at an early age and often model attitudes acquired from their own parents, for better or worse. As influential role models in the classroom, the teacher is in a pivotal position - the one who well may shape children's first learning environments.

The vision of "multicultural peace" articulated by Bey & Turner(1996) includes "a sense of urgency to renew curriculum content or replace it with multicultural content." Schools should search for ways to reduce the social and cultural gaps that exist between school and home, they reasoned. Educators can craft successful schools that promote diversity and "nurture multicultural peace among students" in schools where ethnic diversity would be valued and where students, faculty and staff care about each other. It is a vision worthy of the concentrated, unified efforts of all who work with our younger generation.

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APPENDIX A - RESOURCE DIRECTORY

CURRICULUM GUIDES, RESOURCES IN LITERATURE, CLASSROOM STRATEGIES, NK-GR. 12, FOR PEACE EDUCATION, CONFLICT RESOLUTION, VIOLENCE PREVENTION, AND MULTICULTURAL EDUCATION (1989-1996)

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